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[Title page] Eclectic Educational
Series McGUFFEY'S FIRST
ECLECTIC READER

Revised Edition

[Illustration of girl reading] New York
Cincinnati Chicago American Book
Company

[page ii] Suggestions to Teachers.

[Transcriber's note: Letters with diacriticals in the original text are unmarked here and italic words are bracketed with the underline character *like this*.]

This first reader may be used in teaching reading by any of the methods in common use; but it is especially adapted to the Phonic Method, the Word Method, or a combination of the two.

I. PHONIC METHOD. — First teach the elementary sounds and their representatives, the letters marked with diacriticals, as they occur in the lessons; then, the formation of words by the combination of these sounds. For

instance, teach the pupil to identify the characters a, o, n, g, r and th, in Lesson I, as the representatives of certain elementary sounds; then, teach him to form words by their combination, and to identify them at sight. Use first the words at the head of the lesson, then other words, as, *nag, on, and, etc.* Pursue a similar course in teaching the succeeding lessons. Having read a few lessons in this manner, begin to teach the names of the letters and the spelling of words, and require the groups, “a man,” “the man,” “a pen,” “the pen,” to be read as a good reader would pronounce single words.

II. When one of the letters in the combinations *ou* or *ow*, is marked in the

words at the head of the reading exercise, the other is silent. If neither is marked, the two letters represent a diphthong. All other unmarked vowels in the vocabularies, when *in combination* are silent letters. In slate or blackboard work, the silent letters may be canceled.

III. WORD METHOD. — Teach the pupil to identify at sight the words placed at the head of the reading exercises, and to read these exercises without hesitation. Having read a few lessons, begin to teach the names of the letters and the spelling of words.

IV. WORD METHOD AND PHONIC METHOD COMBINED. — Teach the

pupil to identify words and read sentence-words as above. Having read a few lessons in this manner, begin to use the Phonic Method, combining it with the Word Method, by first teaching the words in each lesson *as words*; then, the elementary sounds, the names of the letters, and spelling.

V. Teach the pupil to use script letters in writing, when teaching the names of the letters and the spelling of words.

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PREFACE

In presenting McGuffey's Revised First Reader to the public, attention is invited to the following features:

1. Words of only two or three letters are used in the first lessons. Longer and more difficult ones are gradually introduced as the pupil gains aptness in the mastery of words.
2. A proper gradation has been carefully preserved. All new words are placed at the head of each lesson, to be learned before the lesson is read. Their number in the early lessons is very small, thus making the first steps easy. All words in

these vocabularies are used in the text immediately following.

3. Careful engraved script exercises are introduced for a double purpose. These should be used to teach the reading of script; and may also serve as copies in slate work.

4. The illustrations have been designed and engraved specially for the lessons in which they occur. Many of these engravings will serve admirably as the basis for oral lessons in language.

5. The type is large, strong, and distinct.

The credit for this revision is almost wholly due to the many friends of

McGuffey's Readers, — eminent teachers and scholars who have contributed suggestions and criticisms gained from their daily work in the schoolroom.

Cincinnati, June, 1879.

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[A table of the upper and lower case letters of the alphabet]

[page v]

[A table of the upper and lower case letters in script along with the figures 1 through 9 and 0]

[page vi]

[Full page illustration of a large dog]

[page 7] [page numbering changes from Roman numerals to Arabic numerals.]

McGUFFEY'S FIRST READER

LESSON I.

[Illustration of dog running]

dog the ran

a o n d g r th

The dog. The dog ran.

[page 8]

LESSON II.

[Illustration of cat on a small carpet]

cat mat is on

c t i m s

The cat. The mat.

Is the cat on the mat? The cat is on the mat.

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LESSON III.

{Illustration of a man with books and papers. He is writing with a pen.]

it his pen hand a in has man

p h e

The man. A pen.

The man has a pen. Is the pen in his hand? It is in his hand.

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LESSON IV.

hen fat rat box

[Illustration of hen on a box with rat
below]

big run from can

f b x u

A fat hen. A big rat.

The fat hen is on the box. The rat ran
from the box. Can the hen run?

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LESSON V.

[Illustration of a dog with a hat in his
mouth, running from a girl]

Rab Ann hat catch see

e ch s

See Rab! See Ann See! Rab has the hat.
Can Ann catch Rab?

[page 12]

LESSON VI.

she pat too now let me

[Illustration of girl and dog sitting
together]

sh oo ow l

Ann can catch Rab. See! She has the hat.
Now Ann can pat Rab. Let me pat Rab
too.

[page 13]

[Illustration of boy feeding chicken]

will a black hen the nest

w ck

Ned has fed the hen. She is a black hen.

She has left the nest. See the eggs in the nest! Will the hen let Ned get them?

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LESSON VIII.

head he Nat come with and

o

{Illustration of boy and girl with man in the background. Boy wears an over-sized top hat.}

Let me get the black hat. Now Ned has it on his head, and he is a big man. Come, Nat, see the big man with his black hat.

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LESSON IX. REVIEW.

pat catch has left hat can black eggs Rab
Ann fed get

Ned is on the box. He has a pen in his hand. A big rat is in the box. Can the dog catch the rat? Come with me, Ann, and

see the man with a black hat on his head.
The fat hen has left the nest. Run, Nat,
and get the eggs.

SLATE WORK

[Begin cursive script] The cat ran. Ann
ran. The man has a hat. [End cursive
script]

[page 16]

LESSON X.

[Illustration of girl in a hat holding a

basket of eggs and standing in front of a hen house.]

Nell some pan him yes do you have I to

i y v

Do you see Nell? Yes; she has a pan with some eggs in it. Let me have the pan and the eggs, will you, Nell? Has the black hen left the nest? I will now run to catch Rab. Will you run, too?

LESSON XI.

[Illustration of boy and girl standing next to a cart drawn by a goat.]

O whip Ben up still sit if stand Jip

o wh j

O Ben! let me get in, will you? Yes, if you will sit still. Stand still, Jip, and let Ann get in. Now, Ben, hand me the whip. Get up, Jip!

LESSON XII.

Kitty nice sweet sing just hang cage then
song pet put not

k g c a y ng u

Kitty has a nice pet. It can sing a sweet song. She has just fed it. She will now put it in the cage, and hang the cage up. Then the cat can not catch it.

[page 19]

LESSON XIII.

[Transcriber's note: Syllable accent marks in original replaced by backslash
“’]

Tom top Kit\ty's at back look

[Illustration of boy and dog standing by bench and pool. Doll is on the bench. Boat is in the pool.]

good doll think spot

th n oo

Look at Tom and his dog. The dog has a black spot on his back. Do you think he is a good dog? Tom has a big top, too. It is on the box with Kitty's doll.

LESSON XIV.

sun we how pond stop for go swim her
us hot duck

e o

The sun is up. The man has fed the
black hen and the fat duck. Now the duck
will swim in the pond. The hen has run
to her nest.

[Illustration of man and girl walking by
large duck pond.]

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Let us not stop at the pond now, for it is hot. See how still it is! We will go to see Tom and his top.

LESSON XV.

John rock set jump fun must may un\der
skip bank but touch

O John! the sun has just set. It is not hot now. Let us run and jump. I think it is fun to run, and skip, and jump. See the duck on the pond! Her nest is up on the bank, under the rock. We must not touch the nest, but we may look at it.

[page 22] LESSON XVI. REVIEW.

The sun has set, and the pond is still. John, Ned, Ben, Tom, and Nell stand on the bank, and look at the duck. The dog with a black spot on his back, is with Tom. See! Tom has his hat in his hand. He has left his big top on the box. Kitty's doll is on the rock. Nell has put her pet in the cage. It will sing a sweet song. The duck has her nest under the rock. It is not hot now. Let us run, and skip, and jump on the bank. Do you not think it is fun?

[page 23] LESSON XVII.

are ink moss this tub upset\

a

SLATE WORK

[Begin cursive script] The pen and the ink are on the stand. Is this a good pen? The moss is on the rock. This duck can swim. Ben upset the tub. [End cursive script]

LESSON VXIII.

nut did shut shall lost fox men met step
in-to hunt mud

SLATE WORK

[Begin cursive script] Will the dog hunt
a fox? Ben lost his hat. Shall I shut the
box? I met him on the step. Did you jump
into the mud? I have a nut. I met the men.
[End cursive script]

[page24] LESSON XIX.

Kate old no grass dear likes be drink
milk cow out gives

a

O Kate! the old cow is in the pond: see the drink! Will she not come out to get some grass? No, John, she likes to be in the pond. See how still she stands! The dear old cow gives us sweet milk to drink.

[Illustration of cow standing in a pond.]

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LESSON XX.

[Illustration of man and girl on a horse.
Mother stands next to them with another
girl.]

mamma\ large as papa\ arms ride far
barn both Prince trot your

Papa, will you let me ride with you on
Prince? I will sit still in your arms. See
mamma! We are both on Prince. How
large he is! Get up Prince! You are not
too fat to trot as far as the barn.

[Illustration of two girls playing with a ball. Tennis court in the background.]

of(ov) that toss fall well Fanny ball wall
was pret\ty(prit-) done what

a a

O Fanny, what a pretty ball! Yes; can
you catch it, Ann? Toss it to me, and see.
I will not let it fall. That was well done.

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Now Fanny, toss it to the top of the

wall, if you can.

LESSON XXII.

{Illustration of two girls passing by a woman who stands in the open gate.]

had went call might flag near swam
swing

Did you call us mamma?

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I went with Tom to the pond. I had my

doll, and Tom had his flag. The fat duck
swam to the bank, and we fed her. Did
you think we might fall into the pond?
We did not go too near, did we, Tom?
May we go to the swing, now, mamma?

LESSON XXIII.

here band hear horse play they pass
where front fine hope comes

e e

Here comes the band! Shall we call
mamma and Fanny to see it?

[Illustration of two boys standing on the steps watching a parade in the street.]

Let us stand still, and hear the men play as they pass. I hope they will stop here and play for us. See the large man in front of the band, with his big hat. What has he in his hand? How fine he looks! Look, too, at the man on that fine horse. If the men do not stop, let us go with them and see where they go.

[Illustration of boy with goat-drawn cart stands near a sitting girl with a doll. A tent is in the background.]

Bess happy make cart tent woods little
ver\y bed Rob\ert gone draw

Bess and Robert are very hap-py; papa and mamma have gone to the woods with them. Robert has a big tent and a

[page 31] flag, and Bess has a little bed for her doll. Jip is with them. Robert will make him draw Bess and her doll in the cart.

LESSON XXV.

[Illustration of girl on the steps holding a doll. A doll bed is on the step and a boy is at the foot of the stairs.]

James Ma\ry made sang my lay sport
spade lap dig doll's sand said (sed)

“Kate, will you play with me?”

[page 32] said James. “We will dig in the sand with this little spade. That will be fine sport.” “Not now, James,” said Kate; “for I must make my doll's bed.

Get Mary to play with you.” James went to get Mary to play with him. Then Kate made the doll’s bed. She sang a song to her doll, and the doll lay very still in her lap. Did the doll hear Kate sing?

LESSON XXVI.

its shade brook picks all by help stones
glad soft

Kate has left her doll in its little bed,
and has gone to play

[Illustration of two girls and a boy in the woods. The boy has a shovel.]

with Mary and James. They are all in the shade, now, by the brook. James digs in the soft sand with his spade, and Mary picks up little stones and puts them in her lap. James and Mary are glad to see Kate. She will help them pick up stones and dig, by the little brook.

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LESSON XXVII. REVIEW

“What shall we do?” said Fanny to John. “I do not like to sit still. Shall we hunt for eggs in the barn?” “No,” said John; “I like to play on the grass. Will not papa let us catch Prince, and go to the big woods?” “We can put the tent in the cart, and go to some nice spot where the grass is soft and sweet.” “That will be fine,” said Fanny. “I will get my doll, and give her a ride with us.” “Yes,” said John, “and we will get mamma to go, too. She will hang up a swing for us in the shade.”

peep while take sleep

[Illustration of a girl kneeling next to a small chicken coop with chicks.]

tuck safe oh wet feet chick can't feels
wing

Peep, peep! Where have you gone,
little chick? Are you lost? Can't you get
back to the hen? Oh, here you are! I will
take you back. Here, hen, take this little
chick under your wing. No, chick, tuck
your little,

wet feet under you, and go to sleep for a while. Peep, peep! How safe the little chick feels now!

LESSON XXIX

[Illustration of two boys and a dog. One boy holds a kite string.]

wind time there fence kite high eyes
bright flies why day shines

This is a fine day. The sun shines bright. There is a good wind, and my kite flies high. I can just see it. The sun shines in my eyes; I will stand in the shade of this high fence. Why, here comes my dog! He was under the cart. Did you see him there? What a good time we have had! Are you not glad that we did not go to the woods with John?

SLATE WORK

[Begin cursive script] The pond is still. How it shines in the hot sun! Let us go into the woods where we can sit in the shade. [End cursive script]

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LESSON XXX.

[Illustration of two girls on a path by a fence. One pulls a tub on a string with a doll in it.]

wish float tie know rope boat try shore
give pole don't push drag won't oar
fun\ny

“Kate, I wish we had a boat to put the dolls in. Don't you?” “I know what we can do. We can get the little tub, and tie a

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rope to it, and drag it to the pond. This will float with the dolls in it, and we can get a pole to push it from the shore.”

“What a funny boat, Kate! A tub for a boat and a pole for an oar! Won’t it upset?” “We can try it, Nell, and see.”

“Well, you get the tub, and I will get a pole and a rope. We will put both dolls in the tub, and give them a ride.”

SLATE WORK

[Begin cursive script] The dolls had a nice ride to the pond. A soft wind made the tub float out. Nell let the pole fall on

the tub and upset it. [End cursive script]

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bound Rose called got drown found
brave came

[Illustration of two girls by the pond. A
tub floats on the pond. Two dolls float
next to it.]

Pon\to jumped mouth around\ brought
wa\ter

“Here, Ponto! Here, Ponto!” Kate

called to her dog. “Come, and get the dolls out of the pond.”

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Rose went under, but she did not drown. Bess was still on the top of the water. Ponto came with a bound, and jumped into the pond. He swam around, and got Bess in his mouth, and brought her to the shore. Ponto then found Rose, and brought her out too. Kate said, “Good, old Ponto! Brave old dog!” What do you think of Ponto?

LESSON XXXII.

June Lucy's air kind trees sing\ing blue
when pure says (sez) sky pic\nic

u a

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[Illustration of woman and girl sitting
under a tree with a book.]

What a bright June day! The air is pure.
The sky is as blue as it can be. Lucy and
her mamma are in the woods. They have

found a nice spot, where there is some grass. They sit in the shade of the trees, and Lucy is singing.

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The trees are not large, but they make a good shade. Lucy's kind mamma says that they will have a nice picnic when her pappa can get a tent.

LESSON XXXIII. REVIEW.

James and Robert have gone into the shade of a high wall to play ball. Mary

and Lucy have come up from the pond near by, with brave old Ponto, to see them play. When they toss the ball up in the air, and try to catch it, Ponto runs to get it in his mouth. Now the ball is lost. They all look for it under the trees

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and in the grass; but they can not see it. Where can it be? See! Ponto has found it. Here he comes with it. He will lay it at little Lucy's feet, or put it in her hand.

LESSON XXXIV.

boy our spoil hur rah\ own coil noise
fourth such join thank a bout\ hoist pay
Ju ly\ play\ing

oi

“Papa, may we have the big flag?” said James. “What can my little boy do with such a big flag?” “Hoist it on our tent, papa. We are playing Fourth of July.” “Is that what all this noise

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[Illustration of five boys carrying a very

large American flag.]

is about? Why not hoist your own flags?” “Oh! they are too little.” “You might spoil my flag.” “Then we will all join to pay for it. But we will not spoil it, papa.” “Take it, then, and take the coil of rope with it.” “Oh! thank you. Hurrah for the flag, boys!”

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fin\ished bon\net les\son

[Illustration of a kitten lapping milk from

a saucer.]

saved white a way\ I've am work
scam\per read\y gar\den

THE WHITE KITTEN.

[Begin cursive script] Kitty, my pretty
white kitty, Why do you scamper away?
I've finished my work and my lesson,
And now I am ready for play.

Come kitty, my own little kitty, I've
saved you some milk come and see,
Now drink while I put on my bonnet,
And play in the garden with me. [End
cursive script]

[page 47] LESSON XXXVI.

care al\ways line Frank row been (bin)
keeps home

Frank has a pretty boat. It is white, with a black line near the water. He keeps it in the pond, near his home. He always takes good care of it. Frank has been at work in the garden, and will now row a while.

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[Full page illustration of boy and girl on the steps of a house. Girl holds a dish. In the background a man with a horse and a plow.]

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LESSON XXXVI

much one (wun) yet hun\gry seen
grand\ma corn would

o

“What is that?” said Lucy, as she came

out on the steps. “Oh, it is a little boat! What a pretty one it is!” “I will give it to you when it is finished,” said John, kindly. “Would you like to have it?” “Yes, very much, thank you, John. Has Grandma seen it?” “Not yet; we will take it to her by and by. What have you in your pan Lucy?” “Some corn for my hens, John; they must be very hungry by this time.”

[page 50] LESSON XXXVIII.

market bread basket bought

[Illustration of Woman and a boy walking along a street. The woman has a basket on her arm.]

meat tea trying tell which

James has been to market with his mamma. She has bought some bread, some meat, and some tea, which are in the basket on her arm. James is trying to tell his mamma what he has seen in the market.

reads so wears please

could hair fast love eas\y gray chair who
glass\es

{Illustration of boy handing a glass on a
platter to an old woman. She has a book
in her lap.]

See my dear, old grandma in her easy-
chair! How gray her hair is! She wears
glasses when she reads. She is always
kind, and takes such good care of me that
I like to do what she tells me.

When she says, “Robert, will you get me a drink?” I run as fast as I can to get it for her. The she says, “Thank you my boy.” Would you not love a dear, good grandma, who is so kind? And would you not do all you could to please her?

LESSON XL.

does won\der moth\er oth\er bee hon\ey
lis\ten flow\er

“Come here, Lucy, and listen! What is in this flower?” “O mother! it is a bee. I wonder how it came to be shut up in the flower!” “It went into the flower for

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[Illustration of girl and woman sitting on the porch gazing into the distance. Woman has a book in her lap.]

some honey, and it may be it went to sleep. Then the flower shut it in. "The bee likes honey as well as we do, but it does not like to be shut up in the flower. "Shall we let it out, Lucy?" "Yes; then it can go to other flowers, and get honey."

[page 54] LESSON XLI.

[Illustration of man on a horse-drawn wagon waving at another man on a horse.]

best hitched their should or riding live
holds hay driving tight early

Here come Frank and James White. Do
you know where they live? Frank is
riding a horse, and James is driving one
hitched to

a cart. They are out very early in the day. How happy they are! See how well Frank rides, and how tight James holds the lines! The boys should be kind to their horses. It is not best to whip them. When they have done riding, they will give the horses some hay or corn.

SLATE WORK

[Begin cursive script] Some horses can trot very fast. Would you like to ride fast? One day I saw a dog hitched to a little cart. The cart had some corn in it.
[End cursive script]

[page 56] LESSON XLII.

look\ing thought pick\ing heard chirp
were told search dear\ly young girl
loved birds

[Illustration of little girl in a field of
flowers.]

chil\dren be sides\

A little girl went in search of flowers
for her mother. It was early in the day,
and the grass was wet. Sweet little birds
were singing all around her. And what
do you think she found besides flowers?
A nest with young birds in it. While se

was looking at

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them, she heard the mother bird chirp, as if she said, “Do not touch my children, little girl, for I love them dearly.” The little girl now thought how dearly her own mother loved her. So she left the birds. Then, picking some flowers, she went home, and told her mother what she had seen and heard.

LESSON XLIII

eight ask after town past ah tick\et right
half two train ding light\ning

“Mamma, will you go to town?” “What
do you as for a ticket on your train?”

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[Illustration of two children in a large
basket. Mother sits in the chair in the
background.]

“Oh! we will give you a ticket,
mamma.” “About what time will you get
back?” “At half past eight.” “Ah! that is

after bedtime. Is this the fast train?”
“Yes, this is the lightning train.” “Oh!
that is too fast for me.” “What shall we
get for you in town mamma?”

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“A big basket, with two good little
children in it.” “All right! Time is up!
Ding, ding!”

LESSON XLIV

school even(e\vn) three room small

[Illustration of children playing and reading in a field under the trees.]

book teacher noon rude reading poor

It is noon, and the school is out. Do you see the children

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at play? Some run and jump, some play ball, and three little girls play school under a tree. What a big room for such a small school! Mary is the teacher. They all have books in their hands, and Fanny

is reading. They are all good girls, and would not be rude even in playing school. Kate and Mary listen to Fan-ny as she reads from her book. What do you think she is reading about? I will tell you. It is about a poor little boy who is lost in the woods. When Fanny has finished, the three girls will go home. In a little while, too, the boys will give up their playing.

[page 61] LESSON XLV.

{Illustration of a girl at the dinner table holding out crumbs for a parrot on a

perch.]

ap\ple mew tease crack\er down new
sil\ly a sleep\ wants calls knew friends
up on\ flew Poll Pol\ly

Lucy has a new pet. Do you know what
kind of bird it is? Lucy calls her Polly.
Polly can say, “Poor Poll! Poor

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Poll! Polly wants a cracker;” and she
can mew like a cat. But Polly and the cat
are not good friends. One day Polly flew

down, and lit upon the cat's back when she was asleep. I think she knew the cat would not like that, and she did it to tease her. When Lucy pets the cat, Polly flies up into the old apple tree, and will not come when she calls her. Then Lucy says, "What a silly bird!"

LESSON XLVI. REVIEW.

"Well, children, did you have a nice time in the woods?" "Oh yes, mother, such good time! See what sweet flowers

we found, and what soft moss. The best flowers are for grandma. Won't they please her?" "Yes; and it will please grandma to know that you thought of her." "Rab was such a good dog, mother.

[Illustration of dog sitting by a basket with two dolls on the ground.]

We left him under the big tree by the brook, to take care of the dolls and the basket. "When we came back, they were all safe. No one could get them while Rab was there.

We gave him some of the crackers from the basket. "O mother, how the birds did sing in the woods! "Fanny said she would like to be a bird, and have a nest in a tree. But I think she would want to come home to sleep." "If she were a bird, her nest would be her home. But what would mother do, I wonder, without her little Fanny?"

LESSON XLVII.

beach shells these sea waves go\ing
ev\er sea watch e\ven ing la\zy side

Those boys and girls live near the sea.
They have been to the

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[Illustration of a wagon full of people being drawn by two horses.]

beach. It is now evening, and they are going home. John, who sits on the front seat, found some pretty shells. They are in the basket by his side. Ben White is driving. He holds the lines in one hand, and his whip in the other.

Robert has his hat in his hand, and is looking at the horses. He thinks they are very lazy; they do not trot fast. The children are not far from home. In a little while the sun will set, and it will be bedtime. Have you ever been at the seaside? Is it not good sport to watch the big waves, and to play on the wet sand?

LESSON XLVIII.

log qui\et proud pulled fish stump riv\er
fa\ther

One evening Frank's father said to him, "Frank would you like to go with me to catch some fish?"

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[Illustration of man and boy sitting on the bank, fishing.]

“Yes; may I go? and with you, father?”
“Yes, Frank, with me.” “Oh, how glad I am!” Here they are, on the bank of a river. Frank has just pulled a fine fish out of the water. How proud he feels! See what a nice, quiet spot they have found. Frank has the stump of a big tree for his

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seat, and his father sits on a log near by.
They like the sport.

LESSON XLIX.

rain out\side of\ten pit\ter say win\dow
sound pat\ter drops some\times on\ly
mu\sic

SLATE WORK

[Begin cursive script] I wish, mamma
you would tell me where the rain comes
from. Does it come from the sky? And
when the little drops pitter-patter on the

win-dow do you think they are playing with me? I can not work or read, for I love to listen to them. I often think their sound is pretty music. But the rain keeps children at home and sometimes I do not like that; then,

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The little raindrops only say, “Pit, pitter, patter, pet; While we play on the outside, Why can’t you play on that?” [End cursive script]

LESSON L.

sled throw win\ter hurt ice cov\er Hen\ry
next skate ground mer\ry snow sis\ter
laugh\ing (laf\ing) pair

I like winter, when snow and ice cover
the ground. What fun it is to throw
snowballs, and to skate on ice! See the
boys and girls! How merry they are!
Henry has his sled and draws his little
sister. There they go!

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[Illustration of boys and girls playing in
the snow and skating on a frozen pond.]

I think Henry is kind, for his sister is too small to skate. Look! Did you see that boy fall down? But I see he is not hurt, for he is laughing. Some other boys have just come to join in the sport. See them put on their skates. Henry says, that he hopes his father will get a pair of skates for his sister next winter.

[page 71] LESSON LI.

paw po lite\ means is n't speak Fi\do
tricks teach din\ner El\len bow\wow

{Illustration of a dog wearing a hat and

sitting up on a chair facing a boy and a girl.]

Ellen, do look at Fido! He sits up in a chair, with my hat on. He looks like a little boy; but it is only Fido. Now see him shake hands. Give me you paw, Fido. How do you do, sir? Will you take dinner with us, Fido? Sepak!

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Fido says, “Bowwow,” which means, “Thank you, I will.” Isn’t Fido a good dog, Ellen?” He is always so polite.

When school is out, I will try to teach
him some other tricks.

LESSON LII.

puss shed pain way stole saw hid eat
Hat\tie suf\fer sor\ry

[Illustration of a cat on a box watching a
rat on the ground below.]

some\thing caught tried Ne\ro

“O Hattie! I just saw a large

rat in the shed; and old Nero tried to catch it.” “Did he catch it, Frank?” “No, Nero did not; but the old cat did.” “My cat?” “No, it was the other one.” “Do tell me how she got it, Frank. Did she run after it?” “No, that was not the way. Puss was hid on a big box. The rat stole out, and she jumped at it and caught it.” “Poor rat! It must have been very hungry; it came out to get something to eat.” “Why, Hattie, you are not sor-ry puss go the rat, are you?” “No, I can not say I am sorry she got it; but I do not like to see even a rat suffer pain.”

[page 74] LESSON LIII.

roll build grand\pa hard foam ships
hous\es long sail break wood\en blow

Mary and Lucy have come down to the beach with their grandpa. They beach with their grandpa. They live in a town near the sea. Their grandpa likes to sit on the large rock, and watch the big ships as they sail far away on the blue sea. Sometimes he sits there all day long. The little girls like to dig in the sand, and pick up pretty shells. They watch the waves as they roll up on the beach, and break into white foam. They sometimes make little

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[Illustration of two children and a man sitting on the beach.]

houses of sand, and build walls around them; and they dig wells with their small wooden spades. They have been picking up shells for their little sister. She is too young to come to the beach. I think all children like to play by the seaside when the sun is bright, and the wind does not blow too hard.

[page 76] LESSON LIV.

[Illustration of two boys surrounded by rabbits.]

asked want\ed four Wil\lie's night
rab\bits lad car\ried cents tell\ing fifty
mas\ter

One day, Willie's father saw a boy at the market with four lit-tle white rabbits in a basket. He thought these would be nice pets for Willie; so he asked the lad how much he wanted for his rabbits. The bot said, "Only fifty cents, sir."

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Willie's father bought them, and carried them home. Here you see the rabbits and their little master. He has a pen for them, and always shuts them in it at night to keep them safe. He gives them bread and grass to eat. They like grass, and will take it from his hand. He has called in a little friend to see them. Willie is telling him about their funny ways.

SLATE WORK

[Begin cursive script] Some rabbits are white as snow, some are black, and others have white and black spots. What

soft, kind eyes they have! [End cursive script]

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LESSON LV.

[Illustration of boy and girl looking over the fence at a bush.]

bush cun\ning place show find bro\ken
o\ver bring a gain\ (a gen\l) fast\ten
(fas\n)

“Come here, Rose. Look down into this

bush.” “O Willie! a bird’s nest! What

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cunning, little eggs! May we take it and show it to mother?” “What would the old bird do, Rose, if she should come back and not find her nest?” “Oh, we would bring it right back, Willie!” “Yes; but we could not fasten it in its place again. If the wind should blow it over, the eggs would get broken.”

LESSON LVI.

strong round dry bill worked sends
claws flit God spring

“How does the bird make the nest so strong, Willie?” “The mother bird has her bill and her claws to work with, but

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she would not know how to make the nest if God did not teach her. Do you see what it is made of?” “Yes, Willie, I see some horse-hairs and some dray grass. The old bird must have worked hard to find all the hairs, and make them into

such a pretty, round nest.” “Shall we take the nest, Rose?” “Oh no, Willie! We must not take it; but we will come and look at it again some time.”

SLATE WORK

[Begin cursive script] God made the little birds to sing, And flit from tree to tree; Tis he who sends them in the spring To sing for you and me. [End cursive script]

feathers a go\ fly worm crumb feed\ing
ug\ly off feed brown guess things

[Illustration of boy and girl peering into
a bush.]

“Willie, when I was feeding the birds
just now, a little brown bird flew away
with a crumb in its bill.”

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“Where did it go, Rose?” “I don’t
know; away off, some-where.” “I can
guess where, Rose. Don’t you know the

nest we saw some days ago? What do you think is in it now?" "O Willie, I know!" Some lit-tle brown birds. Let us go and see them." "All right; but we must no go too near. There! I just saw the old bird fly out of the bush. Stand here, Rose. Can you see?" "Why, Willie, what ugly little things! What big mouths they have, and no feathers!" "Keep still, Rose. Here comes the old bird with a rowm in her bill. How hard she must work to feed them all!"

fall\ing count woes nigh be gun\ griefs
stars tear morn\ing Lord each joys

[Begin cursive script] When the stars at
set of sun Watch you from on high, When
the morning has begun, Think the Lord is
nigh.

All you do and all you say, He can see
and hear: When you work and when you
play, Think the Lord is near.

All your joys and griefs He knows,
Counts each falling tear, When to him
you tell you woes, Know the Lord will
hear. [End cursive script]

[page 84] LESSON LIX.

whis\tle (whis\l) pock\et wil\low

[Illustration of a girl with a doll and a
boy with a basket in the woods]

note filled dead sick walk ev\ery blew
lane lame tak\ing cane took

One day, when Mary was tak-ing a
walk down the lane, try-ing to sing her
doll to sleep,

she met Frank, with his basket and cane. Frank was a poor, little, lame boy. His father and mother were dead. His dear, old grandma took care of him, and tried to make him happy. Every day, Mary's mother filled Frank's basket with bread and meat, and a little tea for his grandma. "How do you do, Frank?" said Mary. "Don't make a noise; my doll is going to sleep. It is just a little sick to-day." "Well, then, let us whistle it to sleep." And Frank, taking a willow whistle out of his pocket, blew a long note. "Oh, how sweet!" cried Mary. "Do let me try."

[page 86] LESSON LX.

turned face cried low al\most soon more
cry once (wuns) be cause\

“Yes, Mary, I will give it to you,
because you are so good to my
grandma.” “Oh! thank you very much.”
Mary blew and blew a long time. “I
can’t make it whistle,” said she, almost
ready to cry. “Sometimes they will
whistle, and sometimes they won’t,”
said Frank. “Try again, Mary.” She tried
once more, and the whistle made a low,
sweet sound. “It whistles!” she cried. In

her joy, she had turned the doll's face down, and its eyes

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[Illustration of a boy sitting on the ground next to a girl with a doll in her lap and blowing a whistle.]

shut tight, as if it had gone to sleep. "There!" cried Frank, "I told you the way to put a doll to sleep, is to whistle to it." "So it is," said Mary. "Dear little thing; it must be put in its bed now." So they went into the house. Frank's basket

was soon filled, and he went home happy.

[page 88] LESSON LXI.

[Illustration of hen and chicks at the edge of the water.]

stood him\self flap\ping first twelve
flapped walked flap o bey\ bet\ter
Chip\py food stone be fore\ chick\ens
kept

There was once a big, white hen that had twelve little chickens. They were

very small, and

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the old hen took good care of them. She found food for them in the daytime, and at night kept them under her wings. One day, this old hen took her chickens down to a small brook. She thought the air from the water would do them good. When they got to the brook, they walked on the bank a little while. It was very pretty on the other side of the brook, and the old hen thought she would take her children over there. There was a large

stone in the brook: she thought it would be easy for them to jump to that stone, and from it to the other side.

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So she jumped to the stone, and told the children to come after her. For the first time, she found that they would not obey her. She flapped her wings, and cried, "Come here, all of you! Jump upon this stone, as I did. We can then jump to the other side. Come, now!" "O mother! we can't, we can't, we can't!" said all the little chickens. "Yes you can, if you try,"

said the old hen. "Just flap your wings, as I did, and you can jump over." "I am flapping my wings," said Chippy, who stood by him-self; "but I can't jump any bet-ter than I could before."

[page 91] LESSON LXII.

chirped nev\er in deed\ slow\ly re\ally
brood be gan\ did n't use door bite piece

[Illustration of hen surrounded by
chicks.]

"I never saw such children," said the

old hen. “You don’t try at all.” “We can’t jump so far, moth-er. Indeed we can’t, we can’t!” chirped the little chickens. “Well,” said the old hen, “I must give it up.” So she jumped back to the bank, and walked slowly home with her brood.

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“I think mother asked too much of us,” said one little chicken to the others. “Well, I tried,” said Chippy. “We didn’t,” said the others; “it was of no use to try.” When they got home, the old hen began to look about for something to eat.

She soon found, near the back door, a piece of bread. So she called the chickens, and they all ran up to her, each on trying to get a bite at the piece of bread. “No, no!” said the old hen. “This bread is for Chippy. He is the only one of my children that really tried to jump to the stone.”

[page 93] LESSON LXIII.

[Illustration of teacher sitting with four children standing before her.]

last slates write waste neat tak\en clean

learn read\er par\ents sec\ond

We have come to the last les-son in this book. We have finished the First Reader.

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You can now read all the lessons in it, and can write them on your slates. Have you taken good care of your book? Children should al-ways keep their books neat and clean. Are you not glad to be ready for a new book? Your parents are very kind to send you to school. If you are good, and if you try to

learn, your teacher will love you, and you will please your parents. Be kind to all, and do not waste your time in school. When you go home, you may ask your parents to get you a Second Reader.

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PHONIC CHART.

LONG VOCALS.

a, as in ate. | e, as in err. a, " care. | i, " ice. a, " arm. | o, " ode. a, " last. | u, " use. a, " all. | u, " burn. e, " eve. | oo, "

fool.

SHORT VOCALS.

a, as in am. | o, as in odd. e, ” end. | u, ”
up. i, ” in. | oo, ” look.

DIPTHONGS.

oi, oy as in oil, boy ou, ow, as in out,
now

ASPIRATES.

f, as in fife. | t, as in tat. h, ” him. | sh, ”
she. k, ” kite. | ch, ” chat p, ” pipe. | th, ”
thick s, ” same. | wh, ” why.

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SUBVOCALS.

b, as in bib. | v, as in valve. d, " did | th,
" this. g, " gig. | z, " zinc. j, " jug. | z, "
azure. n, " nine. | r, " rare. m, " maim. |
w, " we. ng, " hang. | y, " yet l, " lull.

SUBSTITUTES.

a, for o, as in what. | y, for i, as in myth.
e, " a, " there. | c, " k, " can. e, " a, "
feint. | c, " s, " cite. i, " e, " police. | ch, "
sh, " chaise. i, " e, " sir. | ch, " k, "
chaos. o, " u, " son. | g, " j, " gem. o, "
oo, " to. | n, " ng, " ink. o, " oo, " wolf. |

s, " z, " as. o, " a, " fork. | s, " sh, " sure.
o, " u, " work. | x, " gz, " exact. u, " oo, "
full. | gh, " f, " laugh. u, " oo, " rude. | ph,
" f, " phlox. y, " i, " fly. | qu, " k, " pique.
qu, " kw, " quit.

[End of McGuffey's First Eclectic
Reader Revised Edition]